Department of Education and
Early Childhood Development

School Strategic Plan
Darraweit Guim Primary School
2015 - 2018

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

Endorsement by School Principal	Signed…………………………………… Name...John Fryer…………………………………… Date……6/5/2015……………………………………
Endorsement by School Council	Signed…………………………………… Name……Helen Worthington……………. Date………6/5/2015…………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………… Name…………………………………… Date……………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

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Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

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Philosophy

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Our school's philosophy is based on the belief that:
- every student has the ability to learn, and that this best occurs in a flexible caring, and positive climate
- children are treated as individuals and encouraged to develop to their full potential intellectually, socially, emotionally and physically
- children are supported in the development of self-esteem, to become confident, self-motivated learners aspiring towards a high level of achievement in all areas of the curriculum
- children are encouraged to support each other and respect all those who operate within their school, and to value the contributions of parents, teachers, peers and the community.

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Purpose

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Our purpose at Darraweit Guim Primary School is to educate and support students to develop into lifelong learners by providing a nurturing environment where academic and personal excellence can be achieved

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Vision

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Our Mission at Darraweit Guim Primary School is to educate and to support, to develop lifelong learners by providing a nurturing environment where academic and personal excellence can be achieved.

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Values

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Core Values:
    Learning
    Caring
    Community involvement.
 These values are underpinned by the actions of:

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	- risk-taking, - perseverance - thinking - reflection - respect - honest
Environmental Context	Darraweit Guim Primary School is situated about 60km north of Melbourne. It is part of the Macedon Ranges Cluster and is set in a picturesque valley. The large grounds contain a variety of play equipment and sporting areas. School buildings consist of a mixture of the charming, old bluestone building, and modern administrative and classroom complexes. The school provides a comprehensive curriculum, with a focus on literacy and numeracy. Specialist areas include LOTE (Indonesian), music and library. Information communications technology is an integral part of the curriculum. Interactive whiteboards are used throughout the school and every student has regular access to a computer. Small class sizes allow staff to provide extra individual attention with all students on individual learning programs. We believe the achievements of each child are enhanced within this culture.
Service Standards	Darraweit Guim Primary school is committed to providing: - A safe and secure learning environment where every student is challenged to strive to achieve their best. - A curriculum which enables every student to experience academic, social and emotional growth. - Instruction that adapts to the individual needs of students. - Students and the school community with the opportunity to play an active role in school initiatives and school improvement. - A professional learning culture, developing highly trained and talented staff.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Achievement			
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To improve the learning growth of every student in literacy and numeracy	Each student deemed capable to achieve at least one year's growth in learning as measured by AusVELS in Reading, Writing, Number and Algebra during each school year. *(The school will be tracking individual student growth against Ausvels from 2015.)* All students deemed capable to achieve above the National Minimum Standards (NMS) as measured by NAPLAN in Reading, Writing, Spelling and Numeracy. An increased percentage of students to achieve at least one band above NMS as measured by NAPLAN in Reading, Writing, Spelling and Numeracy against the 2014 data.	Build staff and student capacity to use data to plan learning opportunities that meet the needs of individual students Develop and document instructional frameworks for the teaching of writing, spelling and number

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

To maximise student engagement and connectedness to school through maximising leadership opportunities and further improving the school's partnership with their parents and the broader community

Improve mean score in the Student Attitude to School Survey of *School Connectedness* for from 4.85 in 2014 to 5.2 in 2018

Improve mean score in the Parent Opinion Survey :

Factor Name	2014	2018
School Connectedness	5.86	6.0
Parent Input	5.43	5.9
Approachability	5.75	6.0

Expand and develop the student leadership program to build strong role models which reflect the school values

Provide a range of options for parent engagement in the school

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

To improve each student's capacity to access and value learning and maintain excellent relationships

Improve mean scores in the Student Attitude to School Survey.

Factor Name	2014	2018
Connectedness to Peers	5.00	5.5
Learning Confidence	4.88	5.3
Motivation	4.94	5.4
Student Safety	5.00	5.5

Improve mean score in the Parent Opinion Survey:

Factor Name	2014	2018
Student Safety	5.58	6.0
Transitions	5.93	6.1

Build the capacity of students to be resilient, socially responsible and respectful in all their relationships

Enhance processes and protocols to ensure a safe and streamlined pathway for every student

Productivity			
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | To maximise enrolment by providing and promoting a quality small school as a viable option in the local community | Build current school enrolment of 19 by 40% to ~ 27 in 2018 | Use the existing resources (human, physical and fiscal) to provide the best possible education for existing students and promote the school in the wider community |

School Strategic Plan 2015- 2018: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.		
Key Improvement Strategies	**Actions**	**Achievement Milestone**
	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.

Achievement Build staff and student capacity to use data to plan learning opportunities that meet the needs of individual students	Year 1	Trial existing assessment schedule and monitor to ensure it is providing the data required	Schedule implemented and reviewed as necessary to ensure reliability and relevance
		Principal attends SPA professional development	Principal empowered to implement SPA
		Implement SPA program as a central record keeping resource	SPA implemented and available to all staff
		Set up a central storage record for all data not recorded on SPA	A central data record created on the server and available to all staff
		Regular staff meetings, utilising the expertise of a 'data coach', dedicated to reflecting on literacy and numeracy assessment tasks in relation to individual student learning needs	Staff have deeper understanding of how to use assessment tasks diagnostically.
			Staff meeting time allocated recording and assessing student data.
			A consultant is engaged as a 'data coach'
			Staff have greater understating of how to address a student's learning needs
	Year 2	Continue to monitor the implementation of the assessment schedule	Assessment schedule implemented consistently across the school
		Professional development for all teachers on the use of SPA	All teaching staff able to use SPA
		All teachers record assessment data on SPA	SPA records consistently maintained
		All teachers record assessment data on central server	All data not recorded on SPA, maintained consistently on central server
		Regular staff meetings dedicated to reflecting on assessment tasks in relation to individual student learning needs	Staff have deeper understanding of how to use assessment tasks diagnostically
			Staff have greater understanding of how to address a student's learning needs
		Implement a more individualised approach to weekly planning that reflects current needs of students	Staff weekly planning reflects the identified needs of individual and groups of students

		Create self assessment folders for each senior student on the school server	Every senior student has a self assessment folder on the school server
		Senior students are supported to use their achievement data in the development of Individual Learning Plans (ILPs)	Each senior student is able to use data to develop person learning goals
	Year 3	Continue to implement an individualised approach to weekly planning that reflects current needs of students	Staff planning reflects the identified needs of individual and groups of students
		Create self assessment folders for each student on the school server	Students use assessment data to set their own goals with support of staff
		Students throughout the school are supported to use data in the development of Individual Learning Plans	Every student has a self assessment folder on the school server
		Implement the practice of twice yearly three-way conferences	Each student uses data to develop person learning goals
			Students participate confidently in conferences with parents and teacher
	Year 4	Staff support students in the use of assessment tools to identify their own learning needs and set their own goals	Staff weekly planners reflect the learning goals of students
		Students throughout the school use data in the development of Individual Learning Plans	Assessment folders used by each student to develop goals for their ILP
		Implement twice yearly whole school, student led, three-way conferencing	Students use assessment folders and work samples to lead discussion with parents and teachers on their individual achievements
Develop and document instructional frameworks for the teaching of writing, spelling and number	Year 1	Progressively develop frameworks for the teaching of writing genre	Three frameworks developed – Recount, Narrative, Procedural
		Trial the frameworks in each classroom, evaluate and document	Frameworks trialled, documented and evaluated
		Staff inter classroom visits within the school and cluster focus on the teaching of writing	All staff have visited at least one external classroom and led one in-school shared session.

	Year 2	Continue to develop frameworks for the teaching of writing genre	Three frameworks developed – Reports, Explanation and Expositions
		Trial the frameworks in each classroom, evaluate and document	Frameworks trialled, documented and evaluated
		Staff inter classroom visits within the school and cluster focus on the teaching of writing	All staff have visited at least one external classroom and led one in-school shared session.
		Two Common Mathematical Misunderstandings (http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/pages/misunderstandings.aspx) explored in structured class activities which involve all staff	Two lessons modelled by the principal/teacher and common understanding of how to teach mathematical concepts developed
		Schedule regular professional learning meetings to explore methods for teaching mathematical concepts	Improved understanding of mathematical concepts evident in teacher practice
		Staff attend Mathematics Association of Victoria (MAV) annual conference	Teachers demonstrate improved knowledge of mathematical pedagogy
	Year 3	Two Common Mathematical Misunderstandings explored in structured class activities which involve all staff	Two lessons modelled by the principal/teacher and common understanding of how to teach mathematical concepts developed
		Schedule regular professional learning meetings to explore methods for teaching mathematical concepts	Improved understanding of mathematical concepts evident in teacher practice
		Develop and trial an instructional model for the teaching of Mathematics	Model documented and trialled in classrooms
		Staff attend MAV Conference	Teachers demonstrate improved knowledge of mathematical pedagogy
	Year 4	Explore and trial a range of strategies for teaching spelling	Strategies explored and trialled
		Develop and document a whole school spelling approach	An agreed whole school approach to spelling documented

			Common approaches to the teaching of spelling evident in classrooms
		Provide regular professional learning meetings to explore methods for teaching spelling	Ten professional learning meetings dedicated to the teaching of spelling conducted throughout the year
Engagement Expand and develop the student leadership program to build strong role models which reflect the school values	Year 1	Grade 6 involved in a 6 session leadership program in the Wallan Cluster	All Grade 6 students attend all six sessions Students demonstrate values in action
		Grade 5 students involved in Pre-School visitation to show case the school	All Grade 5 students attend at least one Pre-school
		Student Leadership election held twice yearly - first semester 3-6; second semester include P-2; to run Thursday assemblies and other events. Fortnightly meetings with Principal/Classroom teacher.	Record of membership indicates students elected to Leadership Group Student Leadership Group members lead 80% if each whole school assembly
		Student Leadership Group organise and take on some responsibility for special events in the school, such as ANZAC Day ceremony	Student organisational skills evident in the planning and presentation of the event and evidenced in parent responses
		Rotational speaking roles at assembly available to those students with a public speaking goal in their learning goals	Learning Plans indicate achievement of goals
		Every student with the opportunity to present their work at assemblies	100% of students take on this option each term
	Year 2	Grade 6 involved in a 6 session leadership program in the Wallan Cluster	All Grade 6 students attend all six sessions Students demonstrate values in action
		Grade 5 involved in Pre-School visitation to show case the school	All Grade 5 students attend at least on Pre-school.
		Melbourne Leadership Program – Grade 6	All Grade 6 students attend program
		Student Leadership election held twice yearly - first semester 3-6; second semester include P-2 to run Thursday assemblies and other events	Record of membership indicates students elected to Leadership Group Student Leadership Group members lead 85% if

			each whole school assembly
		Rotational speaking roles at assembly available to those students with a public speaking goal in their learning goals	Learning Plans indicate achievement of goals
		Every student with the opportunity to present their work at assemblies	100% of students take on this option each term
	Year 3	Grade 6 involved in a 6 session leadership program in the Wallan Cluster	All Grade 6 students attend all six sessions Students demonstrate values in action
		Grade 5 involved in Pre-School visitation to show case the school	All Grade 5 students attend at least on Pre-school.
		Melbourne Leadership Program-Grade 6	All Grade 6 students attend program
		Student Leadership election held twice yearly - first semester 3-6; second semester include P-2 to run Thursday assemblies and other events	Record of membership indicates students elected to Leadership Group
			Student Leadership Group members lead 90% if each whole school assembly
		Rotational speaking roles at assembly available to those students with a public speaking goal in their learning goals	Learning Plans indicate achievement of goals
		Every student with the opportunity to present their work at assemblies	100% of students take on this option each term
	Year 4	Grade 6 involved in a 6 session leadership program in the Wallan Cluster	All Grade 6 students attend all six sessions Students demonstrate values in action
		Grade 5 involved in Pre-School visitation to show case the school	All Grade 5 students attend at least on Pre-school.
		Melbourne Leadership Program- Grade 6	All Grade 6 students attend program
		Student Leadership election held twice yearly - first semester 3-6; second semester include P-2 to run Thursday assemblies and other events	Record of membership indicates students elected to Leadership Group
			Student Leadership Group members lead 90% if

			each whole school assembly
		Rotational speaking roles at assembly available to those students with a public speaking goal in their learning goals	Learning Plans indicate achievement of goals
		Every student with the opportunity to present their work at assemblies	100% of students take on this option each term
			Every student in the school able to reflect on school values; values embedded in student interactions and commitment to learning
Provide a range of options for parent engagement in the school	Year 1	Twice a term provide opportunities for parents to work with students on a joint learning project e.g. preparation for Easter Parade; ANZAC ceremony	40% of families represented
		Community Welcome Event organised at the beginning the year	70% of families represented
		Develop a program of *Parents as Partners* for the four years of the Strategic Plan which will empower parents to work productively within the classroom	Program outlined for the four year period
	Year 2	Twice a term provide opportunities for parents to work with students on a joint learning project	45% of families represented
		Establish a Community Welcome Parent group	Group established; group organises Community Welcome Event for the Year

75% of families represented |
| | | Develop a program of *Parents as Partners* in Reading and Writing | One curriculum area addressed each semester, each consisting of three workshops

Attendance at workshops- 40% of families represented

Parents use their learning in the classroom and at home |
| | Year 3 | Twice a term provide opportunities for parents to work with students on a joint learning project | 50% of families represented |

		Expand the role of the Community Welcome Parent group to include ongoing events and information dissemination to new and existing families	Community Welcome Group organises events throughout the year
			Overall attendance – 80% of families
		Develop a program of Parents as Partners in Writing and Numeracy	One curriculum area addressed each semester, each consisting of three workshops
			Attendance at workshops- 40% of families represented
			Parents use their learning in the classroom and at home
	Year 4	Twice a term provide opportunities for parents to work with students on a joint learning project	50% of families represented
		Embed the role of the Community Welcome Parent group as a sub group of Council with a written role statement	Community Welcome Group established as a sub group of School Council – School Council Minutes
			Role statement written
		Community Welcome group provides regular interaction opportunities	Overall attendance – 80% of families
		Develop a program of Parents as Partners in Numeracy and Spelling	One curriculum area addressed each semester, each consisting of three workshops
			Attendance at workshops- 40% of families represented
			Parents use their learning in the classroom and at home
Wellbeing Build the capacity of students to be resilient, socially responsible and respectful in all their relationships	Year 1	Research You Can Do It with staff and develop resources and a plan for implementation	Staff familiar with Five Keys to Success
			Plan developed for implementation over the four years of the SSP
			Resource file established
		Research options for teaching a Cybersafey	All three staff members have attended the

		program in the school and provide an introductory program for all staff	introductory e-smart session
		Establish the school's starting position on the e-Smart School Framework	Initial assessment provides an accurate picture of the school's e-Smart status.
	Year 2	Continue staff development and awareness of the *Five Keys to Success*	Annual planner established for introducing and teaching the five keys
			Segments at Staff Meetings dedicated to *You Can Do It*
		Revisit plan in a Staff Meeting at the beginning of each term, with a focus on a particular key each term	Focus key taught in each classroom, communicated in the newsletter and school assemblies
		Establish a weekly time slot for teaching the five keys consistently through the year	Class timetables indicate timeslot for teaching the program
		Incorporate the five keys in the weekly assembly and awards program	Student Awards celebrate students demonstrating the keys
		Communicate the key elements of *Cybersafety* to School Council and parents	School Council minutes and newsletters
		Development a curriculum plan for *Cybersafety* linked to the school values and the *You Can Do It* program	Plan developed
		Monitor the school's position on the e-Smart School Framework and make adjustments to the school's program as necessary	School is progressing through the e-Smart School Framework, from Planning and Implementing to Sustaining
	Year 3	Continue staff development and awareness of the *Five Keys to Success* and establish a rolling plan for teaching and revisiting each of the five keys	Annual planner established for introducing and teaching the Five Keys
			Segments at Staff Meetings dedicated to *You Can Do It*
		Embed the weekly time allocation for teaching the five keys	Class timetables indicate timeslot for teaching the

			program
		Establish a display of the five keys in the school	Ongoing display established
		Include the five keys in Individual Learning Plans and students to discuss the keys in their Three Way Conferencing	Each Individual Learning Plan and Student Report include a goal and progress towards achieving the *Five Keys to Success*
		Implement the *Cybersafety* curriculum plan	Timetables indicate regular opportunities for students to learn cybersafe practices
		Continue to monitor the school's position on the e-Smart School Framework and make adjustments to the school's program as necessary	School is progressing through the e-Smart School Framework, from Planning and Implementing to Sustaining
	Year 4	*You Can Do It* embedded in the school	Keys to Success evident in the physical environment, curriculum, assessment program and student behaviours
		Revisit School Values, Mission and Vision in the light of the student wellbeing and engagement *programs in the school (You Can Do It, Cybersafety,* School Values, Student Leadership Programs)	Parents, staff and students engage in a consultative process to review the school values. Vision, Mission and Values reviewed and endorsed at School Council
		Continue to monitor the school's position on the e-Smart School Framework and make adjustments to the school's program as necessary	The school has e-smart status
Enhance processes and protocols to ensure a safe and streamlined pathway for every student	Year 1	Grade 5 students involved in Pre-School visitation to show case the school	Each grade 5 student visits at least one pre-school
		Grade 5 students present each pre-schooler with a school hat during the orientation program	Each pre-schooler begins school with a school hat
		A Welcome letter is written to each enrolled pre-school student by a current student. The letter is mailed to the pre-school student during the January prior to Prep year	Each pre-schooler receives a welcome letter in January
		Provide four contact days for pre-schoolers to visit the school throughout the year.	Contact days conducted
		Develop an Introductory Pack to induct new	Introductory Pack developed

		students entering the school after their Prep Year	Use trialled with new students to the school
		Continue to promote opportunities for smooth transitions from Year 6 to Year 7 in local secondary colleges and provide avenues form communication between the schools and the parents.	All students have an enrolment with a secondary college A contact has been made with a secondary college that an exiting student will attend
	Year 2	Continue the initiatives introduced in the previous year (Grade 5 visits, school hat, introductory letter, contact days) to support Pre-schoolers transition into the school	Each pre-school student experiences a smooth transition into school
		Develop a buddy program to link Prep schools with a Grade 5 student during the first few weeks of school	Buddy Program introduced
		Review the contents and use of the Introductory Pack to induct new students entering the school after their Prep Year	Introductory Pack reviewed and implemented
		Continue to promote opportunities for smooth transitions from Year 6 to Year 7 in local secondary colleges and provide avenues form communication between the schools and the parents.	All students have an enrolment with a secondary college A contact has been made with a secondary college that an exiting student will attend
	Year 3	Review the initiatives introduced in the previous years (Grade 5 visits, school hat, introductory letter, contact days, buddy program) to support Pre-schoolers transition into the school and refine as necessary	Each pre-school student experiences a smooth transition into school Buddy Program embedded
		Continue to refine the use of the Introductory Pack by Student Leaders to induct new students entering the school after their Prep Year	Use of the Introductory Pack by Student Leaders embedded in the policy and practices of the school
		Continue to promote opportunities for smooth transitions from Year 6 to Year 7 in local secondary colleges and provide avenues for communication between the schools and the	All students have an enrolment with a secondary college A contact has been made with a secondary

		parents.	college that an exiting student will attend
	Year 4	Continue to implement the initiatives introduced in the previous years to support Pre-schoolers transition into the school with consideration of the refinements made in the previous year	Each pre-school student experiences a smooth transition into school
		Continue to refine the use of the Introductory Pack by Student Leaders to induct new students entering the school after their Prep Year	Use of the Introductory Pack by Student Leaders embedded in the policy and practices of the school
		Continue to promote opportunities for smooth transitions from Year 6 to Year 7 in local secondary colleges and provide avenues form communication between the schools and the parents.	All students have an enrolment with a secondary college

Contact has been made with a secondary college that each exiting student will attend |
| | | Document the Transition practices refined over the four years of the SSP to provide a clear policy for ongoing use in the school | Policy is endorsed by School Council |
| **Productivity**

Use the existing resources (human, physical and fiscal) to provide the best possible education for existing students and promote the school in the wider community | Year 1 | Maintain a daily 2 hour literacy block and 90 minute numeracy block and plan annual budget to ensure programs are adequately resourced and staff are adequately trained in all programs relating to the SSP | Literacy and numeracy blocks timetabled appropriately
Principal attends SPA training program
As a result of regular staff meetings, use of a data coach, inter school and inter classroom visits teachers are able to:
• use assessment tasks diagnostically to provide for individual learning,
• teach writing genres-Recount, Narrative, Procedural
All staff experience training in *e-Smart, You Can Do It* and Level 2 First Aid |
| | | Align staff performance plans with the priorities of the School Strategic Plan | Staff performance plans indicate alignment with SSP |
| | | Build enrolment by promoting the school in the wider community through venues such as the Wallan Market, letter drops, local newspaper articles and contact with local pre-schools. | Promotion activities occur

Increased enquiries regarding school enrolment are evident |
| | | Purchase five computers to maintain cyclical purchasing of computers over a four year plan | 1-1 computer ratio maintained |

		Allocate a proportion of fundraising to the future purchase of new playground equipment and canvas the availability of grants	Proportion of budget set aside
	Year 2	Maintain a daily 2 hour literacy block and 90 minute numeracy block and plan annual budget to ensure programs are adequately resourced and staff are adequately trained in all programs relating to the SSP	Literacy and numeracy blocks timetabled appropriately All teachers attend SPA training program As a result of regular staff meetings, use of a data coach, inter school and inter classroom visits teachers are able to: - use assessment tasks diagnostically to provide for individual learning, - teach writing genres-Reports, Explanations and Expositions - competently teach specific mathematical concepts. - support students to use data in developing goals for their Individual Learning Plans - integrate the *You Can Do It* program into their weekly program - incorporate *Cybersafety* into teaching programs All staff attend MAV conference and demonstrate improved knowledge of mathematics pedagogy
		Align staff performance plans with the priorities of the School Strategic Plan	Staff performance plans indicate alignment with SSP
		Build enrolment by promoting the school in the wider community through venues such as the Wallan Market, letter drops, local newspaper articles and contact with local pre-schools.	Promotion activities occur Increased enquiries regarding school enrolment are evident
		Purchase five computers/iPads to maintain cyclical purchasing of computers over a four year plan	1:1 computer ratio maintained
		Investigate the implementation of a Darraweit Guim Play Group by determining legal	Local demand for play group ascertained

		responsibilities, determining students in the appropriate age range and ascertaining the interest/potential commitment of local families	
		Ascertain the availability of a committed parent to run the program	Availability of suitable convenor ascertained
		Establish a committee to implement program, if a need is established	Committee established
		Revive the school garden program by re-establishing the vegetable garden	School garden re-established
		Allocate a proportion of fundraising to the future purchase of new playground equipment and canvas the availability of grants	Proportion of budget set aside
	Year 3	Maintain a daily 2 hour literacy block and 90 minute numeracy block and plan annual budget to ensure programs are adequately resourced and staff are adequately trained in all programs relating to the SSP	Literacy and numeracy blocks timetabled appropriately As a result of regular staff meetings and inter school and inter classroom visits teachers are able to: • use assessment tasks diagnostically to provide for individual learning, • competently teach specific mathematical concepts. • support students to use data in developing goals for their Individual Learning Plans and confidently participate in three-way conferences • confidently integrate the *You Can Do It* program into their weekly program • support students to incorporate *You Can Do It* goals into Individual Learning Plans • incorporate *Cybersafety* into teaching programs All staff attend MAV conference and demonstrate improved knowledge of mathematics pedagogy
		Investigate the use of electronic media as a	Decision made in regard to viability of electronic

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		multiple text resource	media as an alternative to multiple texts
		Align staff performance plans with the priorities of the School Strategic Plan	Staff performance plans indicate alignment with SSP
		Build enrolment by promoting the school in the wider community through venues such as the Wallan Market, letter drops, local newspaper articles and contact with local pre-schools.	Promotion activities occur Increased enquiries regarding school enrolment are evident
		Purchase five computers/iPads to maintain cyclical purchasing of computers over a four year plan	1:1 computer ratio maintained
		Darraweit Guim Play Group – depending on the findings of the previous year the play group will be implemented by authorising the committee, allocating a room and providing a budget	Play Group physical resources allocated
		Authorise a committed parent to convene the program	Convenor authorised to run program
		Continue to develop the school garden and integrate the resource into the classroom health and cooking program	School garden program implemented
		Develop a design of a new playground and obtain quotations	Plan developed Approximate costings sourced
	Year 4	Maintain a daily 2 hour literacy block and 90 minute numeracy block and plan annual budget to ensure programs are adequately resourced and staff are adequately trained in all programs relating to the SSP	Literacy and numeracy blocks timetabled appropriately As a result of regular staff meetings and inter school and inter classroom visits teachers are able to: • use a range of strategies to teach spelling • support students to use data in developing goals for their Individual

			Learning Plans and confidently lead three-way conferences • Integrate *Cybersafety* into teaching programs All staff attend MAV conference and demonstrate improved knowledge of mathematics pedagogy
		Align staff performance plans with the priorities of the School Strategic Plan	Staff performance plan indicate alignment with SSP
		Build enrolment by promoting the school in the wider community through venues such as the Wallan Market, letter drops, local newspaper articles and contact with local pre-schools.	Promotion activities occur Increased enquiries regarding school enrolment are evident
		Purchase five computers/iPads to maintain cyclical purchasing of computers over a four year plan	1:1 computer ratio maintained
		Darraweit Guim Play Group – depending on the findings of the previous year the play group will be implemented by authorising the committee, allocating a room and providing a budget	Play Group physical resources allocated
		Authorise a committed parent to convene the program	Convenor authorised to run program
		Continue to develop the school garden and integrate the resource into the classroom health and cooking program	School garden program implemented
		New playground equipment installed	Playground in use

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